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RDG 4402

Annotated Bibliography

Source:

Henderson, B. (2004). Struggling decoders: Reading fluently and making meaning of text.

*International Journal of Whole Schooling.* v1 n1 p37-38

The author of this article explains to the reader, the benefits of listening to text. Henderson explains the myths of the perception that people may have about students that listen to text as an accommodation. He says that people may think that students who listen to text are not reading independently. “This misconception is rooted in the false assumption that just because some students with learning disabilities can read some print with their eyes, then they should always follow this ‘normal’ or ‘preferable’ manner of ‘independent reading’.” In order for readers to make meaning of text, they must be able to decode words. Henderson tries to persuade teachers to implement listening to text in their curriculum stating that students should be provided the opportunity to take advantage of listening to text; this strategy should be provided in all classes and subjects. Fluency and comprehension are enhanced by listening to text.

I did not think this was a bad article but I did think it to be a little repetitive and simplistic. I really wanted to read a little more details. I agreed with Henderson when he said students must be able to decode words in order for them to receive full meaning of what they are reading. One thing Henderson said that was of great interest to me was that effective teachers should support their students by teaching comprehension strategies and word analysis. This interested me because the textbook we read in class had the opposite opinion. According to the textbook, teachers should not teach comprehension strategies and students reading for pleasure will acquire the skills necessary to comprehend what they are reading.

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Annotated Bibliography

Source:

Oullette, G. P. (2006). What’s meaning got to do with it: The role of vocabulary in word reading

and reading comprehension. *Journal of Educational Psychology.* v98 n3 p554-566

This article is more of a statistical informational article. Oullette believes through study that there is a correlation between oral vocabulary and decoding performances. The author states results from various tests or studies that have been conducted on reading comprehension, visual word recognition and decoding. The results of some of the test showed that regardless of the order of vocabulary given, significant variance was achieved with the receptive vocabulary. The relation between decoding and oral vocabulary was a function of the receptive lexicon.

One thing that I found to be interesting was the lack of exploration of the development relations between oral vocabulary and visual word recognition. With so many articles being written and so many strategies being developed each day, I thought it to be unusual that this area would go unexplored. Oullette goes on to say that even though there are links between vocabulary knowledge and word recognition, many of the theories focus on phonology rather than semantics. Oullette does say that the end goal of reading is comprehension which is what other text and theorist agree on as well. I was glad to see that Oullette included vocabulary explanations and procedures in the article.

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Annotated Bibliography

Source:

Spear-Swerling, L., Brucker, P. O. (2004). Preparing novice teachers to develop basic reading

and spelling skills in children. *Annals of dyslexia.* v54 n2 p332-364

This article examined the knowledge of novice teachers’ word structure and the progress of students who were tutored by some of the novice teachers. The teachers and the students were assessed using various classifications. The teachers that received instruction on word structure outperformed the teachers that did not receive the same instruction. On the same token, students that received tutoring progressed significantly. This analysis linked the pattern of teacher word structure with that of the student’s decoding progress. Spear and Brucker explain that teachers’ knowledge base and skills should be addressed during the teachers’ preparation.

The great parts about this article are the lesson plans and assessments that were at the end. Not only does this article give statistical information but Spear and Brucker include the materials used and the directions. I thought this was really good because since they are claiming that instruction from novice teachers that received word structure instruction are more efficient, they are giving the information for other teachers to use. Perhaps this information will give teachers’ that have not received instruction, a source that can help them to become better teachers.